

INVESTIGATE THE RELATIONSHIP BETWEEN ORGANIZATIONAL LEARNING CAPABILITIES AND ORGANIZATIONAL INNOVATION IN THE FOOD INDUSTRY (SUBSIDIARY INDUSTRIAL ESTATES OF KERMANSHAH PROVINCE)

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ABSTRACT

The ability to learn is a vital factor for innovator organizations. Innovation is crucial for the survival of organizations in a dynamic environment. So anticipate the impact of organizational characteristics is the utmost importance on innovation. Organizational background shows that organizational learning capability plays a vital role in the development of companies and increase innovation. This study considers the relationship between organization all earning capabilities and organizational innovation and it is lead to the conclusion that organizational learning effect on organizational innovation. The proposed model of the project as four dimensions: conversation, empiricism, risk-taking and mutual interaction with the external environment and was measured by 28 items. Scales have been validity by the results obtained of data collected from 42 food industry under the Industrial Estates in Kermanshah province. 103 valid questionnaires were collected and to test the research model was used by confirmed Factors analysis approach. The results showed that organizational learning capability is a significant and positive impact on organizational innovation.

Key words: organizational learning capability, organizational innovation, food industry.

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1. INTRODUCTION

Nowadays scientific and technological changes, is quickly ongoing. Countries to catch up to these changes, trying to invest on training and development of human resources, their own provide the context of growth and development. In today's world growth and development of countries and organizations depends on human knowledge. staff development through education and training, gaining experience and expertise, is not just in a field, but for the present and the future as well and without the development of staff, organizations will not be able to access short-term and long-term goals (Farhang et al, 2011). Nowadays organizational learning has been considered among organizations that are interested increase competitive advantage, innovation and effectiveness increasingly and researchers have studied to analyzing it in different approaches. Richard Cyert and James March were the first ones in 1963 put two words of learn and organization together and was raised learning as an organizational phenomenon. According to Dodgson organizational learning as the way in which organizations create, complete and organize up to develop knowledge and normal currents work in conjunction with activities and also improving the efficiency of the organization through use of workforce extensive skills. Alegre chiva define organizational learning as a process, which is an organization through which learns, and the learning means any change in organizational models that contribute to improving or maintaining the performance of the organization (Jamal Zadeh et al., 2009).

1.2. Statement of Problem

Many experts believe that innovation leads to a firm's competitive advantage in domestic and foreign markets, and it is an essential element for the survival of the organization in the long term. For this purpose, learning is seen as stimulating innovation. The importance of Learning is clear by considering the role of knowledge in the business environment with features such as increasing globalization and cultural differences, social and economic. According to Senge, it is indicating a positive effect on innovation in Western countries although the awareness of the developing countries, especially Iran, is insignificant, considering the importance of learning on innovation in production, deserves more research to be done in this regard. It can be said in relation to learning and innovation, which is the perfect learning environment where the organization is able in that environment using from all sources and activities to market orientation and product innovation (Matoufi et al., 2010).

1.3. Importance of Issue

In today's dynamic economic environment, the countries found out the big companies are not considered the main factor of economic growth hereinafter. Today, the economy of developed countries is based on small and medium enterprises. For example, half of US exports is from companies with fewer than 20 employees and activity of companies with more than 500 employees is only 7% of the country's export. In the past two decades, with the advent of new technologies in production and communications, emerged changes in methods of production, distribution and organizational structure of enterprises that has increased the importance of small and medium units (Mahdiani and Achak, 2010). Innovation as the most important factor in the performance and survival of the organization, in assessing the competitive environment, innovation as well as group and individual learning processes which aims to finding new ways to solve problems in the organization. (Adam mat, 2007).

Increased competition and complexity of the business environment is one of the characteristics of modern business. Rapid and significant changes in varies field of science and technology are increasingly affecting the process of human society. So that traditional organizations are not able to coordinate with this change and only organization has chance of survival that can be adapt itself with changes in their environment constantly (Sehat and Myjani, 2009). Organizational learning is the process through which an organization learns. And learning of any changes in the type of organization that improves organizational performance (Alegre chiva, 2007). Recently, Mr chiva in 2007 analyzed the organizational learning process and integrates it into five essential elements that include testing, risk taking, interaction with the

external environment, conversation and participatory decision-making. Today one of the main factors in the proper management of technology, creating and the timely introduction to market and continuous improvement of products and production capabilities are essential for the survival and success of the company (Sehat and Myjani, 2009).

2. LITERATURE REVIEW

2.1. Internal Investigations

(Hajy Pour et al,2010) consider organizational learning. Their goal was show the effect of organizational learning from organization culture and examined four kinds of culture, including mass culture, development, rational and hierarchical culture and their relation to organizational learning, and their relationship with organizational learning. The results showed that prioritization the types of organizational culture is on the basis of their impact on organizational learning 1- group culture 2- development culture,3- hierarchical culture 4- rational culture .

(Jmal Zadeh et al,2009) examined the relationship of organizational intelligence, and organizational learning, among staff and faculty of the University and came to the conclusion that the dimensions of organizational intelligence (strategic visson, common destiny, the desire to change, spirit, unity, application of the knowledge and performance pressure) has positive and meaningful relationship with organizational learning in both groups of subjects Khosravian et al (2010) examined the relationship organizational climate with culture of innovation (organizational learning, organization, market orientation) in staff of Sepahan Isfahan Cement Company. And their results indicate that there is a positive and significant correlation among all dimensions of organizational climate, and the three components of the culture of innovation.

(Sharifi et al ,2008) examined the relationship between organizational learning and the application of ICT in Islamic Azad University of Garmsar. Their results indicate that there is a direct relationship between the application of information and communications technology. Alam and Moghadam (2010) examined the relationship between organizational learning, and organizational performance. The results indicate that organizational learning is a significant relationship with organizational performance.

(Farhang et al,2010) to examine the factor structure of organizational trust and its relationship with organizational learning in the South East of the country public universities. According to their findings research, there is a significant relation between horizontal and vertical trust and institutional with organizational learning.

(Aqdsy et al,2008) examined the comparative comparison of organizational learning capabilities, from the perspective of nurses, as a source of organizational knowledge between public and private Tehran's hospitals. The results showed that all four organizational learning capabilities have significant relationship with organizational innovation.

(Taslami et al,2006) examined the mechanisms of organizational learning, the basis for creating a learning organization at National Iranian Oil Refining and Distribution and the results showed that the company has appropriate mechanisms of organizational learning, to facilitate organizational learning, identifying training and development needs, meet the needs of learning development and implementation of knowledge learned in action.

(Hejazi And Veisi ,2007) pay to examine the relationship between organizational learning components of higher education institutions cultivation. The results showed the high level of organizational learning in the sample studied.

(Alavi ,2010) to review the organizational learning and factors affecting it. And accordingly stated that in today's in dynamic environment, only organizations will be successful that able to raise the level of their learning than competitors and through this to overtake your competitors, and to gain competitive advantage and at the same time inside and outside organizational factors effect on organizational learning.

(Hashemi ,2006) to review and assess the factors affecting on organizational learning at the Department of Housing and Urban Development and has identified 9 key factor in organizational learning and these factors include systems thinking, team learning, mental models, shared insight and aspirations, skills and personal power, experience, learning from past experiences, learn from others, and transfer of knowledge.

(Shokri and Kheyrghoo ,2009) pay to investigate the role of learning in innovation and concluded that learning and organizational knowledge was as the factors affecting on organizational innovation and also have a huge impact on organizational performance.

(Javanmard and Sakhaee ,2009) examined the relationship between the individual skills, organizational learning, innovation and organizational performance in small and medium industries and came to the conclusion that individual skills is a positive relationship with organizational performance and it is a direct and positive relationship between individual skills with learning and organizational innovation.

(Matoufi et al,2010) examined the role of learning tends on innovation and organizational performance. Their results suggest that the central learning has a direct effect on innovation in small companies as well as positive effect on organizational performance.

(Masoudi Nadoushan and Javan shargh ,2005) examined the organizational learning and creation learning organization strategies. They discussed the definition of a learning organization, and presented characteristics of learning organizations and after examine the role of key elements such as: leadership, information culture and technology in organizational learning, explain creation learning organization strategies as a formula.

2.2. External Research

(Adam mat ,2011) to examine the relationship between organizational learning ability and success in technical product innovation and came to the conclusion that there is a positive relationship between participatory decision making, testing, interaction with the external environment and the success of the implementation of innovative of technological products.

(Shu-hsien ,2010) examined the prospects for knowledge management, organizational learning and organizational innovation. The results showed that organizational learning is an intermediate variable between knowledge management and organizational innovation. Just as a system knowledge management of one data or essential inputs, organizational learning is a key process and organizational innovation is an important and vital output.

(Haibo and Lorraine ,2009) examined the knowledge management in small companies and its relationship to the strategy and team direction and organizational learning, the results showed that organizational learning and competitive strategies, with formal approaches are positive relation with knowledge management.

(Dennis ,2010) to examine the development of innovation in staff, influence on ground staff (component) and creative venture. The results indicated that ground staff facilitate the innovation process through activity of grip strength can be developed and through the dissemination of the information obtained, activity of listening, incite or encourage employees to take risks and use the defeat as a learning tool.

(Victor j ,2008) examines transformational leadership on organizational innovation and performance related to organizational learning levels in the pharmaceutical sector. The results of the studies showed a positive relationship between transformational leadership and organizational innovation and between transformational leadership and organizational performance and between organizational innovation and organizational performance and found that in organizational learning, created knowledge and expand dynamically.

(Shu and liao ,2008) examined the relationship between knowledge management and organizational learning and organizational innovation and came to the conclusion that there is a positive and significant relationship between these three components.

(Biv bukler ,1996)to examine the learning process model to achieve the continuous development and innovation. The results showed that organizations to succeed in today's changing environment need to learn in an environment that rapidly changing and realize the importance of the Deming cycle, which is attention to activities related to the learning. This model can also be used by managers in organizations.

2.3. The Development of Organizational Learning

Kurt and March in 1963, first invented the term of organizational learning. They believed that the efforts of organizations in response to changes in the external environment for the compliance of purposes of organization with the new requirements lead to quest to find procedures that will help the organization to achieve greater effectiveness. Subject learning until the late 1970s did not garner much attention, but after that a number of theorists began its activities in this topic. In the nineties of the twentieth century, this topic was reborn. Depending on how learning it is the title has been studied in recent years. While before writing the famous book by Peter Senge, this was not considered as a very famous and popular (Alam and Moghadam, 2010). Phrase of learning centered organization were prepared in 1992 by Liz et al subsequently by Jipak ha and Aktom com to scientifically and systematically. This term refers to organizations that aim to be a learning organization (Sobhaninejad et al., 2006). Organizational learning also was raised by Argyris and Donald Schon. Fans of the learning organization are emphasized on characteristics such as flat organizations, authorities of subordinates, trust and cooperation among different units. To create learning organizations basic have needs for change and radical transformation in organization. People should be understand that the purpose of learning, is keeping survival and increase competitive power and responsiveness the organization because organizational learning improves, organizational performance (Nezhadirani et al., 2010).

2.4. Organizational Learning Theorists

Organizational learning is the most important opportunity to create change and be keep pace with environmental change. Organizational learning for innovation and creativity is an essential factor and be considered as a bridge between work and creativity. Learning and creativity are interdependent processes that make up the two sides of the coin And creativity 4 is learn skills that can flourish in different organizational levels. Organizational learning is a process with knowledge acquisition and performance improvements occur over time (ibid.). Simon has defined organizational learning and growth insight and success revision organizational by people that the results of the structural factors and reflected results of organization. Nonaka believes that organizational learning is the result of repeated internal and external processes. Dojson is define organizational learning as the way organizations create, complement and organize until develop knowledge and routines work in conjunction with activities, as well as improve the efficiency of the organization by using the very skills of the workforce. According to Andre Mayo, organizational learning consists of all the procedures, mechanisms and processes that can be used within the organization in order to accomplish learning. Bob Guans (1996) is define organizational learning acquisition and application of knowledge, skills, values, useful beliefs and attitudes for the maintenance, growth and development of the organization (Sobhaninejad et al., 2006).

2.5. Innovation

Innovation is a new way that a company act in that way or to produce goods. Robbins knows innovation in the process of obtaining creative ideas and converting it into products, services and new ways of operating. In other words, in creativity is obtained information and in innovation, the information presented in different forms. Creativity refers to the ability to create new ideas and innovations means practical those new and fresh ideas (Khosravian et al., 2009).

2.6. The Theoretical Relationship between Organizational Learning and Innovation

Organizational learning has a positive effect on innovation in organizations. Because, organizational learning is support creativity and innovation and leads to the creation new knowledge and ideas and increases the ability to understand and use them. In fact generative learning that is very advanced shape of organizational learning, When happens that the organization have a desire to research on its assumptions, including the mission, customers, market orientation, abilities, activities, strategies and values, this type of learning is prerequisite for a culture of innovation, basic innovation in products and processes (Khosravian et al., 2009). The only source of strength and persistence organizations, learn better and faster than competitors. Because learning is the main factor and required organization that wants to persist in the modern world economic and competitive environment. (Sharifi and Eslamieh 2007).

2.7. Goals and Hypotheses Research

The goal of this study is investigate the relationship between organizational learning and organizational innovation in the food industry in Kermanshah Province and we have defined organizational learning capability in four different dimensions as empiricism, risk-taking, interaction with the external environment, and conversation and we want to measure the effect of the different elements on organizational innovation in the food industry in Kermanshah Province. Innovation is as the most important factor in the performance and survival of the organization in assessing the competitive environment. Innovations include the successful implementation of ideas, and creative ideas within the organization (Adams Matt 2007).

Therefore, in this article, considering all the above issues and the importance of learning and innovation in SMEs and the economy of developed countries is based on small and medium enterprises, so we try to examine the relationship between organizational learning and organizational innovation in small and medium food companies in Kermanshah Province. So the most important goals are as follows:

- Examine the relationship between organizational learning capabilities and organizational innovation in the food industry in Kermanshah province.
- Examine the relationship between empiricism and organizational innovation (process) in the food industry in Kermanshah province.
- Examine the relationship between risk-taking and organizational innovation (process) in the food industry in Kermanshah province.
- Examine the relationship between mutual interaction with the external environment and organizational innovation (process) in the food industry in Kermanshah province.
- Examine the relationship between conversation and organizational innovation (process) in the food industry in Kermanshah province.

To evaluate the effect of different aspects of organizational learning on organizational innovation is intended as a model (Figure 1), Moreover, according to what was mentioned earlier and also the research model, the hypotheses discussed in this article is as follows:

- There is a significant relationship between organizational learning and organizational innovation.
- There is a significant relationship between empiricism and innovation process.
- There is a significant relationship between risk-taking and innovation process.
- There is a significant relationship between mutual interaction with the external environment and innovation process
- There is a significant relationship between conversation and innovation process.

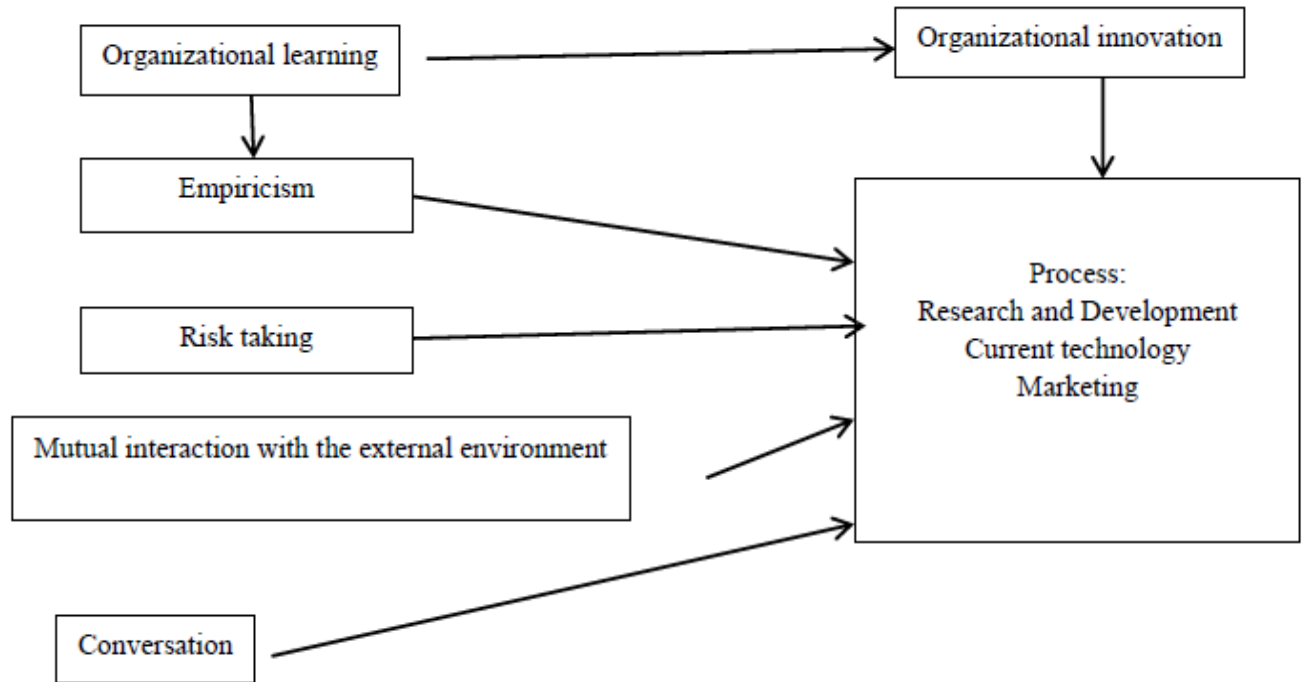


Figure 1 Theoretical model research

3. RESEARCH METHODOLOGY

The methodology of this research is descriptive, of survey type. The research is the basis of how to obtain the required data and in terms of classification of research according to their purpose is descriptive research. Descriptive research include collection of methods that Their goal describe the conditions or phenomena studied Implementation of descriptive research can only be for understanding the current situation and help to the decision making process. In terms of supervision and control degree, this study is among a field research, because the researcher examines the variables in their natural state. And since this research shows how companies can apply organizational learning strategy for innovation in organizations and success in the competitive environment will be practical. The goal of applied research is the development of applied knowledge in a particular field. Applied research attracted attention of researchers and consultants, for examine his interest problems to find practical solutions to correct a problematic situation (Oumaskaran, 2009).

3.1. Statistical Population

Statistical population included a group of people who have one or more common characteristic is that this characteristic is target of researcher, and it may be selected for the study (ibid). Statistical population of this study is food industry under the industrial estates in the province of Kermanshah, which are about 42 cases, and questions was collected and analyzed from managers in this industry. Because the number of managers is limited, does not use sampling method and questionnaire distributed to all managers statistical population ultimately 103 questionnaires were collected from 126 questionnaires.

3.2. Sample and Sampling Methods

The unit of analysis in this research is, the food industry under Industrial Estates in Kermanshah province because the number of industry is limited (according to statistical taken from industrial estates of the province 42 companies) Therefore based is on census, the results obtained compared with similar external and internal studies has better generalization capability. So, of all the statistical population companies has been used, as a complete census in statistical sample, also the number managers in relation to The

statistical population has been extracted, and the number of acceptable managers between 100 and 126 Manager.

3.3. Data Collection Method

In this study, for collecting and compiling research literature is used library method. Also, the tool of questionnaire used for data collection from managers. Questionnaires was based on the standard questionnaire based on the Likert scale is developed as five option of completely disagree = 1 to fully agree = 5. Likert scale is ordinal scales that of a regular Organizational learning Empiricism Risk taking Mutual interaction with the external environment Conversation Organizational innovation Process: Research and Development Current technology Marketing 6 series of statements that is made have been developed in a particular order. These phrases is supplied a special case of the phenomenon measured as terms that are equal weights in terms of value of measured.

3.4. Research Tools Validity

The aim is that, whether the instrument can characteristic that tools is designed for it be measure or not? Since, the questionnaire was standard, only to determine the face validity have been used of faculty members and respected experts comments and measured face and content validity of that.

3.5. Reliability

Reliability is one of the technical characteristics of measurement tool and dealing with the fact that, measuring tools in the same conditions, to what extent provides the same results. In this study to obtain the reliability of the questionnaire was used of Cronbach's alpha coefficient for pre- test. In this way before final implementation, 30 research sample were randomly selected then questionnaires were given to them by using the data obtained from the questionnaire and SPSS software was calculated Cronbach's alpha reliability coefficient, For items related to empiricism (0/75), risk taking (0/85), mutual interaction with the external environment (0/73), conversation (0/85), current technology (0/87), research and development (0/82), market-oriented (0/72) it can be said items are in the same path , and have acceptable coordination and reliability.

3.6. Statistical Analysis Methods of Data

Using descriptive statistics, for evaluation of central characteristic, and set the statistical frequency distribution tables. Inferential statistics (analysis of variance) use to test the hypothesis. In this study, to analyze the data by software Spss is used multiple regression analysis statistical tests. Regression analysis is a statistical method in which the dependent variable explains and predicts independent variable or variables. You can also use LISREL software to analyze data, and analysis structural equation because; this software for qualitative and quantitative data is higher to other software accuracy.

3.7. Conceptual and Operational Definition of the Research Variables

In this study considered two variables, independent variables and the dependent variables Independent variable, as organizational learning and its dimensions, including (empiricism, risk-taking, mutual interaction with the external environment and conversation) and organizational innovation is the dependent variable.

3.8. The Research Variables

To do any scientific research, should be determined variables. The variable is a quantity that amount of it changed from an observation unit to another observation unit. The independent variable is organizational learning and the dependent variable is organizational innovation. Organizational learning is an issue that plays a role in both the survival of the organization, and also in the success in the field of competition, learning is considered as the capability to gain competitive advantage. The process of understanding and

gain new insights is on the central core of organizational learning. Organizational learning is the process of improving actions through better knowledge and understanding, in other words is a process that enables organizations to transform information into knowledge, and consequently, the ability of the organization to be more in conformity with environmental demands (Hajipour and Pourkashani, 2010).

Innovation is a new way that a company act in that way or to produce goods. Innovations include the development in a variety of manufacturing processes goods, management systems, organizational structure and strategies created by a company (Khosravian et al., 2009).

3.9. Operational Definition of Variables

1) Aspect of organizational learning: indicators considered for these aspects are:

- Empiricism: one of the reagents is used to measure organizational learning is empiricism. To measure these components used of these questions :(initiative and creativity, offering new ideas and thoughts, use of external resources for learning, asking about how to do things).
- Risk taking: Another reagents used to measure organizational learning, and used for the assessment of these questions (encouragement to conduct risks, receptiveness of the risk, entering into realm of the unknown).
- mutual Interaction with environment: to assess these components of these questions will be used (get information from outside of the organization, feedback of information obtained from outside organizations, encouraged to interact with the external environment, attention of organization to the competitors, and strategies of the organization, adapted with new strategies).
- Conversation: To assess these components used of these questions (free and open communication in the organization, facilitating communication by managers, create joint working groups, to share organization work processes).

2) Aspects of organizational innovation: indicators considered for these aspects are:

- Current technology: to assess these components used of these questions: (passing the courses of technology, using the Internet to get things done, the use of technology for packaging and production).
- Research and development: To assess these components used these questions: (capital allocation to research and development, participation in national and international conferences and exhibitions).
- Marketing: to assess these components used these questions: (create new markets by using new methods of marketing, the use of sales agents, and the use of e-mail marketing).

3.10. Findings

1. Describes the demographic variables:

In this study 73.8% of respondents were male and 26.2% of the respondents were female. In terms of age frequency distribution, (8.7 %) less than 25 years, (36.9%) between 25-35 years (27.2 %) between 36-45 years (23.3% %) between 46-55 years and (3.9 %) more than 55 years. In the field of frequency distribution of Education, 10 members (9.7%) of them were high school, 12 members (11.7%), of the University, 59 members (57.3%%) that allocated most frequently were Bachelor, 21 members (20.4%) MA, 1 (1.0%) was PhD. In terms of frequency distribution, level of work experience, 40 members (38.8%) have 1-3 years work experience. While 46 members (44.7%) of them 4 to 8 years, 15 members (14.6%), 9 to 15 years and 2 members have had (1.9%) more than 15 years of experience.

2. Describe the independent variables:

3.11. The Structural Equation Modeling

To test the research hypothesis was used from the structural equation modeling. LISREL or the structural equation modeling (SEM) is a very general multivariate analysis technique that allows researchers to a set of regression equations to examine in the same time. (Houman, 2005, 11). To assess the factors affecting on organizational innovation and determine the coefficients of each of the variables affecting on it has been used the structural equation modeling with LISREL software.

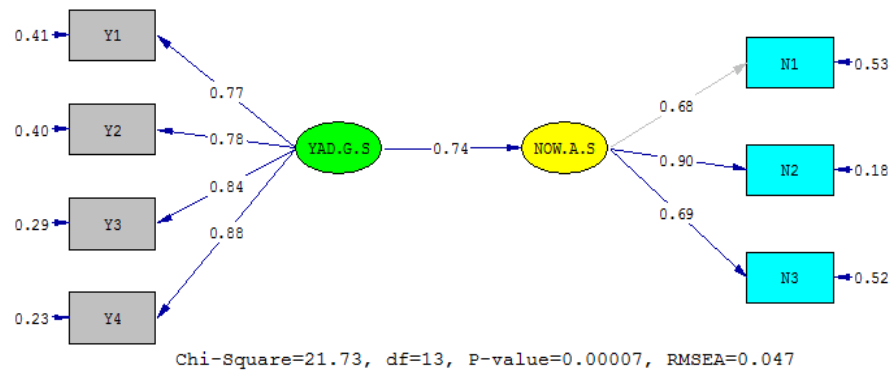


Figure 2 Structural model of research on the standard estimate

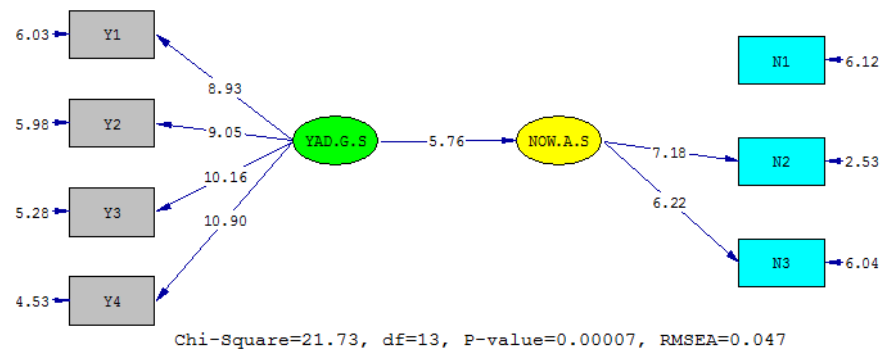


Figure 3 structural model of research in a significant number

As in Figure (2) and (3) can be seen, according to the amount of freedom degree (13) and significance level of 0.00 we find relationship between independent and dependent variables and also the relationship is significant.

3.12. Test Hypotheses and Determine the Relationship between Variables

The research hypotheses were analyzed by Pearson correlation coefficient test. All hypotheses that examined the relationship between organizational learning and organizational innovation were confirmed and showed a significant relationship between organizational learning and its dimensions with organizational innovation.

Table 1 Results of testing hypotheses by using the correlation coefficient

Hypothesis	Relationship	Significance level	Pearson correlation coefficient
The relationship between learning and organizational innovation	0.627	0.000	have
The relationship between empiricism and organizational innovation	0.550	0.000	have
The relationship between empiricism and organizational innovation	0.508	0.000	have
The relationship between mutual interaction with the external environment and Innovations	0.484	0.000	have
The relationship between conversation with innovation	0.626	0.000	have

Table 2 Results of Friedman test statistic, the dimensions of organizational learning

Statistic	Amount of Statistic
Number	103
chi-squar	44.367
Degrees of freedom	3
sig	.000

The result of this test with the amount of chi-squar = 44.36 and in 99% confidence level means that in level of 1% (sig = 0.000) is significant.

Table 3 Results of Friedman test average rating, dimensions of organizational learning

Components	Mean of ranking	ranking
Empiricism	1	3.01
risk taking	3	2.24
mutual interaction with the external environment	4	1.97
conversation	2	2.78

Also used the Friedman test result of mean rank in Table 3 show that empiricism is in the first with coefficient 3.01, so the highest importance among the dimensions of organizational learning and respondents believe is the highest ranking and the most important. Conversation with a coefficient of 2.78 is in the second priority and interacting with the external environment is also with a coefficient of 1.97 is in the last priority (fourth). As a result less importance than the other three dimensions on the organizational learning.

4. DISCUSSION AND CONCLUSION

The goal of this study was to examine the relationship between organizational learning and organizational innovation. Results obtained of 42 the food industry subset of industrial estates of the province of Kermanshah showed that there is a positive and significant relationship between organizational learning and organizational innovation and organizations if using learning in the organization can become innovative organizations. And effective organizational learning capabilities can help to improve innovation in organizations. Organization to create and enhance their innovation capacity has need factors that could stimulate innovation and open platform to create new products and processes. In this study were referred four important factors of organizational learning in company, which can be lead to increased innovation. The analysis results show that conversation aspects has the highest effect on create organizational

innovation in the company and dialogue between employees can improve the quality of decision-making and a key role in better access to information and development and improvement of the organization's conclusions. This study showed that the correct use of innovation management increases capabilities and innovative capacity of companies in the introduction of products and processes, in organization facilitates the necessary changes. Of course most of the companies do not have proper culture of innovation to initiate changes in their organization and most of the staff and sometimes managers show fierce resistance against this. Also in survey mutual interaction with others has been shown that there is a positive and significant relationship between mutual interaction with the external environment and organizational innovation There are several advantages of interacting with others and through which an organization can reach a higher profitability and it is possible by reducing costs, access to new opportunities, speed in meet the needs of customers and the organization. Considering that there is a positive and significant relationship between risk taking and innovation and this is because that risk taking of organizations will create profitability for organizations and risk taking associated organization with new and new things and makes possible achieve innovation in organizations. Also there is a positive and significant relationship between empiricism and innovation but empiricism is in the last level of priority and has less importance than the other dimensions the reason is that empiricism does not result of innovation in organizations always. Because 9 employees and managers need to understand and to practice their new experiences and see if this is efficient empiricism and efficient and can be implemented it in practice or not. It can be concluded that is possible achieving innovation in organizations through dialogue, mutual interaction with the external environment, risk taking, and ultimately empiricism. However, empiricism is the lowest importance and priority and organizations should pay more attention to conversation and mutual interaction with the external environment because conversation and common understanding can help employees and managers that understand the meanings of ambiguous and covered information. Therefore, to develop the communication channels for create a dialogue between staff should be provided amenities and facilities to the interaction of people to express ideas and new knowledge and the exchange of information, organizational learning provide field and the necessary conditions for innovation and after that to improve performance and competitive advantage. Organizational learning with creating new ideas lead to innovation and improved performance and not only directly but also through innovation affects performance.

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